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ABSTRACT

This book argues that the goal of foreign language education has to be expanded from communicative competence towards what might be called an intercultural action competence. This book explores and integrates the knowledge base and educational practices necessary in foreign language teaching for intercultural competence. This book shows that the basic concepts in the new approach are experiential learning, intercultural learning, autobiographical knowledge in foreign language and teaching, and the philosophical underpinnings of foreign language education. There is a shift towards a more balanced emphasis between external factors in the learning environment and the personal capacity, conceptions, beliefs and assumptions inside the learner's mind. The book has 5 chapters: "Introduction"; "Towards Experiential Foreign Language Education"; "Intercultural Learning through Foreign Language Education"; "Autobiographical Knowledge in Foreign Language Education and Teacher Development"; and "What Is It--(FL) Teaching?" Each chapter ends with a conclusion and references. A subject index is appended. (KFT)

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